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ABSTRACT

A study was conducted at Miami-Dade Community College (MDCC) to collect available information on indicators of institutional effectiveness. The study focused on the college's success in attracting students to MDCC, fulfilling students' expectations, meeting students' special needs, and retaining and graduating students. In addition, the study investigated students' activities after obtaining an associate degree and achievement test results that certified students' competence. The study relied on information from research conducted since 1985. Highlighted findings included the following: (1) 35% of Dade County's high school graduates enrolled at MDCC, including 51% of the Hispanic graduates but only 20% of the Black graduates; (2) students rated MDCC highest in terms of helping students develop their basic skills and maintaining an excellent reputation, and lowest in terms of providing personal counseling and practical learning opportunities; (3) 67.9% of MDCC's entering students had basic skills deficiencies, and less than half of these students completed prescribed remedial courses; (4) about 70% of the first-time-in-college students immediately returned to MDCC for a second semester; (5) after 3 years, 15% of students who entered MDCC with academic skills deficiencies graduated, compared to 40% of the students who were university eligible when they first enrolled; (6) within 5 years of graduating from MDCC, 65% to 70% of the students entered a four-year college, and 50% of these earned a bachelor's degree; and (7) 88% of the MDCC students who completed required coursework passed all sections of the College Level Academic Skills Test. Twenty-three data tables supplement the text. (VVC)

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INSTITUTIONAL EFFECTIVENESS AT MIAMI-DADE COMMUNITY COLLEGE

Research Report No. 89-11R

July 1989

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MIAMI-DADE COMMUNITY COLLEGE

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Abstract

A number of states as well as the Southern Regional Accrediting Association have begun to assess institutional effectiveness and measure student outcomes. The purpose of this study was to draw together information currently available at Miami-Dade on indicators of institutional effectiveness beginning with attracting students to the college and ending with follow-up after graduation. The following are some highlights from the report.

Attracting Students to the College:

*35% of Dade County high school graduates enroll at Miami-Dade. The percentage enrolling varies widely by ethnicity. We attract the fewest blacks (20%) compared to other ethnic groups.

*Currently about one in thirteen Dade County adults attend Miami-Dade Community College.

*About 13% of students who test on MAPS fail to enroll. Results vary based on number of subtests failed. Only 6% of those students who pass all parts of the MAPS fail to register.

Meeting Student Expectations:

*For the nineteen items rated most highly for an ideal College, M-DCC was rated within ten percentage points on three of the items.

*Students found Miami-Dade to be closest to their ideal college in terms of helping students develop their basic skills and maintaining an excellent reputation. The College differed most from students' ideal in terms of providing personal counseling and practical learning opportunities.

Meeting Students' Special Needs:

*In 1987-88, almost 16,000 students enrolled in a college preparatory course, about one in four of all enrolled students.

*Fewer than half the students needing college preparatory work are completing their prescribed courses, even though they remain enrolled at the College.

*Only 16% complete their prescribed ESL coursework, though 58% of the ESL students meet their first goal of learning some English.

*Almost 50% of the academically talented transfer to the SUS, with or without a degree. Of those with a degree from Miami-Dade Community College, 75% transfer.

Moving Students Successfully Through the Institution

*About 70% of first-time-in-college students return immediately for a second semester.

*After three years, for every 100 full-time degree-seekers, 19 graduate, 20 are still enrolled with satisfactory GPA's, and 26 have left with satisfactory GPA's.

*After three years, 15% of the academically underprepared have graduated compared to 40% of university-eligible students.

*For students who take and pass the prescribed college preparatory program, persistence rates are as high as those for students who never needed college preparatory help.

*ESL students have success rates (graduated, left or remained enrolled with satisfactory GPA) that are close to those for non-ESL enrollees, though much of their success is due to leaving with satisfactory GPAs rather than graduation.

Activities after the Associate's Degree

*Within five years of graduation, 65% to 70% of A.A. graduates enroll in the State University System or local private college.

*Within five years, half of the enrollees obtain bachelor's degrees.

*The group having the most difficulty getting through the system is the academically underprepared black student. Only 19% have Associate's degrees and 2% have bachelor's degrees five to seven years after first enrolling at Miami-Dade.

*The group having the least difficulty getting through the system was the university-eligible Hispanic student. After five to seven years, 60% have Associate's degrees and 20% have four-year degrees.

*Over 80% of the A.S. graduates are properly placed following graduation (i.e., employed in-field, enrolled in upper division, or in the military).

Certifying Student Competence

*For students completing their required coursework, over 95% pass the Mathematics, Reading, and English language skills subtests of the College Level Academic Skills Test (CLAST); 88% pass the essay.

*The College meets or exceeds statewide passing rates on three of six licensure exams.

These "facts" are presented as standards which the institution can use to compare itself to an "ideal", to itself across time, and to other institutions with similar missions and student populations.

INSTITUTIONAL EFFECTIVENESS AT MIAMI-DADE COMMUNITY COLLEGE

Throughout the 1980's, higher education has come under increasing fire. By now the litany is familiar: lack of accountability, disregard for the amount of student learning taking place, failure to retain and graduate students, teaching methods that are arcane and uninspired, fragmented curriculum, and graduation of poorly prepared students.

Across the country, state legislators have jumped into the fray. In Florida, the result was the College Level Academic Skills Test, begun in 1982. Testing has been the approach of choice in several other states as well, with Texas being the most recent example.

Elsewhere, however, a more broad-based approach focusing on institutional effectiveness is being tried. In Maryland, for example, as a result of state legislation, institutions are preparing statements of expected institutional outcomes based on the college mission and student population served. The Southern Association of Colleges and Schools has decided to look at institutional effectiveness outcomes when accreditation teams visit in addition to the traditional process variables such as number of library books and faculty with doctorates.

The purpose of this study is to draw together information that is currently available at Miami-Dade on indicators of institutional effectiveness. No new data have been analyzed. Rather, information has been gleaned from research studies published since 1985 or ready for publication.

Findings are categorized based on the different student outcomes expected as students arrive and proceed through the institution. The categories are:

- attracting students to M-DCC,
- meeting student expectations,

- meeting the special needs of the academically underprepared, non-native speakers, and academically talented,
- moving students through the system, including grade distribution patterns, standards of academic progress, retention and success outcomes, and graduation figures,
- activities after the associate's degree, including upper division enrollment and job placement rates, and
- certifying student competence.

Attracting Students to Miami-Dade Community College

Miami-Dade draws its student body from across the entire spectrum of the community. In fact, it is estimated that at any point in time one in thirteen Dade County residents of college-going age are enrolled at Miami-Dade. Nevertheless, a majority of Miami-Dade's student body comes from the direct enrollment of Dade County high school graduates. Of all the first time enrollees in the Fall, 43% are directly out of Dade County high schools (Research Report No. 89-04R).

About 35% of all the Dade County high school graduates choose to continue their education at Miami-Dade. By ethnicity, however, these figures differ dramatically. As shown by Table 1, over 50% of Hispanic high school graduates come to Miami-Dade. This figure can be compared to 27% of white non-Hispanics and only 20% of black non-Hispanics.

There are any number of reasons why Miami-Dade does not capture a higher percentage of these or other students who are considering college. One is that the graduate may decide not to go to any college at this time. Another is that the graduate may decide not to attend Miami-Dade and instead choose another institution. In the third case, the graduate may decide to attend Miami-Dade and even take the step of going to be tested but for some reason never register.

Vorp (Research Report No. 87-31) studied students who tested at the institution but then failed to enroll. As shown by Table 2, about 13%

of the students who show up at Miami-Dade to be tested fail to enroll at the institution within the next year. This number differs by campus with Medical and North Campuses showing the highest attrition rate of this student group. One reason for this failure to enroll may be that the students discover that they need to take more college preparatory work than they are willing to engage in. As shown by Table 3, 24% of the students who fail all parts of the basic skills exam do not register. This figure declines with the greater number of subtests passed until only 6% of those who pass all parts of the basic skills test do not register.

Meeting Students' Expectations

All the recruitment efforts in the world will not work in attracting students unless the College can meet student educational needs once they enroll. To assess what students think an ideal college should have and how Miami-Dade stacks up, a survey (Research Report No. 88-25) was conducted to assess a variety of areas. For this analysis, only those 19 items out of 58 with an overall endorsement rating of 90% or better for the ideal college are included (See Table 4). The categories covered Faculty and Staff, Advising and Counseling, General Education, Careers, Prestige and Quality of the Institution, Financial Aid, Facilities, and Student Orientation.

For these 19 most important items, differences between Miami-Dade's rating and the ideal college rating range from a low of one percentage point to a high of 29 percentage points. Miami-Dade was within ten percentage points of the ideal on three of the nineteen items.

The College was viewed as strongest on providing basic skills and maintaining an excellent reputation. College-wide, 91% of students agreed that the ideal college needed to have courses that helped them develop their basic skills, and 90% thought that Miami-Dade came very close to the ideal in meeting that need. The area where students next thought that Miami-Dade excelled the most was in having an excellent reputation: 95% thought this was important for the ideal college and 87% agreed that Miami-Dade had it.

At the other end of the spectrum, 90% thought that the ideal college should provide excellent personal counseling while only 61% thought that Miami-Dade did. The next weakest area was in providing practical learning opportunities which presented a 22-point spread between what the ideal college should have and what Miami-Dade had.

The top-rated items which 97% of the students agreed were most important at their ideal college were: excellent teachers, faculty concerned with helping students reach their potential, a flexible schedule of courses, and a library that meets student needs. Miami-Dade received ratings of 87% for a flexible course schedule and 83% for the other items.

Meeting Students' Special Needs

College Preparatory Students

More than most institutions, the type of student served by Miami-Dade has changed dramatically over the years. In particular, large numbers of students begin their career at Miami-Dade in need of college preparatory work or instruction in learning English. Meeting the needs of the under-prepared student is without a doubt a primary mission of the institution. This is necessary when close to two-thirds of entering students fall below the cut score on one or more areas of basic skills (see Table 5). In recent years, this has translated into about 12% of the total college credits generated in a given year by college preparatory courses. Last year (1987-88), almost 16,000 students enrolled in one or more college preparatory level courses at Miami-Dade; this figure translates into almost one in four of all students enrolled at the college.

It is important that these students be served, and the College is well-known for its prescriptive practices. A recent research report (Research Report No. 87-28) indicated, however, that a number of students were not completing their college preparatory work, at least in a timely fashion. As shown by Table 6, for students who had been continuously enrolled for two years and who needed college preparatory work, only about 45% of those had completed the requirements in reading and mathematics, and only about 50% had completed them in writing. The number of courses that needed to be

completed made a difference in whether or not students finished their college preparatory prescription (See Table 7). For students who needed only one course, for example, over 50% had completed it. For those who needed six courses, however, only slightly more than 5% had finished what had been prescribed.

English As A Second Language Students

Students who do not speak English face additional difficulties in earning a college degree. And this group makes up a sizeable portion of the enrollees at Miami-Dade. About 8% of 1988 first-time-in-college enrollees began in English As A Second Language, and 10% of the total college credits generated came from English As A Second Language studies. In looking at the success of this group, it is important to first look to see how successful they were in learning English and only then look at reaching the additional goal of earning a college degree. As shown by Figure 1, ESL enrollees had completion rates which were much below those for the underprepared; only 16% finished all of their prescribed course work. However, if remaining enrolled with a satisfactory GPA or having left the institution after satisfactorily completing one or more courses is included as evidence of success, then the success rate of this group of students is about 58%. Only about 40% of the original group took the step of moving on towards earning a college degree, at least as indicated by taking the test of basic skills. Of those that did test, only about one in eight passed both the reading and writing portions of the exam, and only 17% took the prescribed course work (see Figure 2).

Academically Talented Students

Though many associate community colleges solely with underprepared student populations, Miami-Dade also serves the academically talented student. Currently, about 10% of all first-time-in-college students at the College fall into this category based on their test scores. They are encouraged to remain at Miami-Dade through honors and scholarship programs such as Emphasis on Excellence which allots $930,000 per year for scholarships to worthy students.

To ensure that the College meets the needs of these students, an analysis was undertaken to see what students with high grade point averages (over 3.5) thought was important for their ideal college and the extent the Miami-Dade met this profile (see Research Report No. 88-24). It was concluded that most of these students felt the same general education and quality faculty items were important, and they gave Miami-Dade similar ratings. In several other areas, however, (e.g. excellent program for transfer, high academic quality and excellent reputation, financial aid, advising and career planning) this group of students gave the college lower marks.

As will be noted later in this paper, academically talented students have the highest graduation and transfer rate at the College. After five to seven years, almost 50% have graduated and 75% of these graduates have enrolled in the State University System. Of those that did not graduate, 23% began their coursework at Miami-Dade then transferred early to the State University System. In total, then, almost 50% of the academically talented students who begin at Miami-Dade continue in the State University System. (For further details, see Research Report No. 89-16R)

Moving Students Successfully Through the Institution

Student success has traditionally been synonymous with graduation rates. Morris and Losak (1986), as well as others, have argued, however, that student success should be more broadly defined to reflect the diverse goals, lengthened time in school, and stop-out patterns that many community college students exhibit. This section will address several components of student flow through the institution by defining student success several ways including course grades and withdrawals, meeting standards of academic progress, short and long-term persistence, and graduation.

Course Grades and Academic Progress

The course grade is a basic indicator of student success. At Miami-Dade, over 80% of the grades awarded in courses are passing grades and over 25% are A's (see Table 8). In the core courses (Table 9), students have been earning fewer A's than in other courses (17.5%) but almost as many

passing grades. A number of students, however, withdraw (or are withdrawn) from their classes. In the core courses, about 18% of all grades given are course withdrawals (see Table 9).

Students who show a pattern of poor grades and/or excessive course withdrawals become subject to the Standards of Academic Progress (SOAP). In the Fall of 1986, for example, about 20% of the students eligible were under warning, probation, or suspension (see Table 10). By ethnicity, 78% of black non-Hispanics were clear of the standards compared to 83% of white non-Hispanics and 80% of Hispanics.

Retention and Graduation

Retention studies have shown that most first-time-in-college students are lost between the end of their first semester and the beginning of the second. Table 11 indicates that about 70% of fall semester M-DCC students return for the following semester at Miami-Dade, and this rate appears to have remained stable across more than ten years. South Campus has the highest return rate (73%) and Medical has the lowest (46%). North and Medical Campuses' return rate have declined across time while Wolfson's has improved. A recent study by Einspruch (Research Report No. 89-06R) documented that as a group, college preparatory students have retention rates as high as those for the college as a whole.

What happens to these students over a longer span of time? Table 12 provides information on a cohort of students who enrolled in college for the first time in the Fall of 1982. After three years, for every 100 full-time degree-seekers, 19 had graduated, 20 were still enrolled with a satisfactory GPA, and 26 had left with a satisfactory GPA. Using the broadened criteria for student success, then, 64% of the students were successful in some way.

One of the variables which is highly related to student success is the level of basic skills the student brings to college. As shown by Table 13, graduation and total success rates change dramatically based on this variable. Only 15% of the academically underprepared had graduated after three years compared to 40% of those who were university eligible. Total

success rates also changed--60% for the academically underprepared compared to 86% for the university-eligible student.

These differences would undoubtedly be larger without a strong college preparatory program. For students who complete the prescribed college preparatory program, persistence rates are as high as those for students who never needed college preparatory help (see Table 14). Looking at the highest risk group of students who needed help in all three basic skills areas, we find that 9% had graduated who took the prescription and 46% had persisted compared to only 1% graduated and 10% persisted for students who took no basic skills courses.

Students who enrolled in ESL courses show a different pattern. Though ESL students had success rates that were close to those for non-ESL enrollees (56% vs. 59%), much of their success was due to leaving with satisfactory GPAs rather than graduation. Indeed, only 3% of ESL enrollees had graduated after four years compared to 20% of non-enrollees. For full results, see Table 15.

Miami-Dade has produced many graduates--over 117,000 as of May of 1989. Table 16 displays the degree completions for the past ten years. You will note that a majority of degrees are Associate in Arts and that beginning in 1984 the number of degrees awarded dropped significantly. This phenomenon is due to the implementation of the passing standards on the College Level Academic Skills Test (CLAST). Since the Fall of 1984, all A.A. degree-seekers have had to pass the CLAST in order to graduate. This ruling has had a disproportionate impact on our A.A. degree-seekers based on ethnicity. While the number of white non-Hispanic degrees awarded dropped 28%, the number of Hispanic degrees dropped 36% and the number of black non-Hispanic degrees dropped 48%. See Table 17 for full details.

Activities After the Associate's Degree

Miami-Dade strives to have its students be more productive citizens. Traditionally, this has meant that A.A. degree-holders will further

their schooling at a four-year institution and that A.S. degree-holders will find a job related to their degree.

Enrollment in Upper Division

Less than five years following graduation, between 65% and 70% of A.A. degree recipients enroll in the State University System (SUS) upper division or one of the local private colleges. As shown by Table 18, these figures change depending on the year of graduation. It appears likely that the implementation of the CLAST standards accelerated enrollment in upper division. Close to half of the earliest enrollees obtained a bachelor's degree within the five-year time period.

In addition, about 30% of the Miami-Dade students who obtained an A.S. degree in 1980-81 also enrolled in upper division (see Table 19). Though figures were lower, almost 30% of these enrollees had also obtained a bachelor's degree.

We have argued that it takes time to get through the educational system. We have noted that ethnicity and academic preparation are two factors that affect student flow. Table 20 shows the relationship of these variables for full-time students who enrolled at M-DCC during the Fall of 1980 through 1982. It follows them through the Fall of 1987, a span of five to seven years.

The group experiencing the most difficulty is the academically underprepared black student, a category which covers 85% of the black students who enroll. Only 19% of this group graduated. Only 10% enrolled in the State University System (SUS) and only 2% graduated. Indeed, for all 1,127 black students who began at Miami-Dade, only 38 had bachelor's degrees five to seven years later.

The group having the greatest success is the university-eligible Hispanic student, a category which covers 9% of all Hispanic enrollees. For this group, 60% graduated, almost 50% enrolled in the State University System (SUS), and 20% had four-year degrees. In fact, of the 5,000

Hispanics who began at Miami-Dade, 389 had bachelor's degrees five years later.

White non-Hispanic students have graduation and transfer rates that fall between the other two groups. However, more of this group attained bachelor's degrees than either of the other two. For full details, see Table 20.

Job Placement

For A.S. graduates, the standard of choice is employment in field. In fact, the State mandates that colleges follow-up on their A.S. graduates one year after graduation. Students are considered properly placed if they are employed in-field, in the military, or continuing their education. Table 21 shows the results for the most recent group of A.S. graduates: an 81% placement rate. Note that this figure indicates that at least that number are successfully placed, since any student that is not found is automatically counted as not placed.

Certifying Student Competence

Competence has frequently been certified using a test or major activity at the end of a student's course of study. In addition, many A.S. degree-seekers must take licensure exams. In Florida, all A.A. degree-seekers must take and pass the College Level Academic Skills Test (CLAST). This section presents information on these respective competence examinations.

The CLAST measures communication and mathematical skills. At Miami-Dade, students are expected to be able to pass the test after satisfactorily completing a general math course, MGF 1113, and a series of three English courses. Students must pass all four parts of the exam, consisting of multiple-choice tests in Mathematics, Reading, English Language Skills, and an Essay. For the most recent administration (Spring 1989), 85% of students who had the required curriculum passed all four parts of the test. By subtest, over 95% passed Mathematics, Reading, and English Language

Skills. A total of 88% made a passing grade on their essay. See Table 22 for further results.

The College continues to lag behind most other institutions in the State, however, in terms of passing rate on CLAST. For all students tested in Spring, 1989, (whether they had the curriculum or not) for example, only 66% passed at M-DCC compared to 81% at all community colleges and 86% for the entire State. See Table 23 for results by institution.

A.S. graduates do not have to take the CLAST. However, several A.S. programs have licensure examinations. For these programs, the percentage of 1986-87 graduates passing the tests statewide and at the College were as follows:

	M-DCC	Statewide
Dental Hygienist	54%	65%
Emergency Medical Technician	90%	89%
Funeral Director	83%	95%
Optician	83%	93%
Paramedic	82%	79%
Registered Nurse	91%	92%

Source: Division of Community Colleges Report of Progress toward Educational Excellence for 1987-88.

Note that the College was significantly below statewide passing rates in three of the six areas.

Summary

The purpose of this study was to draw together information currently available at Miami-Dade on indicators of institutional effectiveness. The following is a summary of major points presented in this report.

Attracting Students to the College:

*35% of Dade County high school graduates enroll at Miami-Dade. The percentage enrolling varies widely by ethnicity. We attract the fewest blacks (20%) compared to other ethnic groups.

*About 13% of students who test on MAPS fail to enroll. Results vary based on number of subtests failed. Only 6% of those students who pass all parts of the MAPS fail to register.

Meeting Student Expectations:

*For the nineteen items rated most highly for an ideal College, M-DCC was rated within ten percentage points on three of the items.

*Students found Miami-Dade to be closest to their ideal college in terms of helping students develop their basic skills and maintaining an excellent reputation. The College differed most from students' ideal in terms of providing personal counseling and practical learning opportunities.

Meeting Students' Special Needs:

*In 1987-88, almost 16,000 students enrolled in a college preparatory course, about one in four of all enrolled students.

*Fewer than half the students needing college preparatory work are completing their prescribed courses, even though they remain enrolled at the College.

*About 8% of first-time-in-college students begin their college career in ESL (English as a Second Language).

*Only 16% complete their prescribed ESL coursework, though 58% of the ESL students meet their first goal of learning some English.

*About 10% of all tested first-time-in-college students are academically talented.

*Almost 50% of the academically talented transfer to the SUS, with or without a degree. Of those with a degree from Miami-Dade Community College, 75% transfer.

Moving Students Successfully Through the Institution

*Over 80% of grades awarded are C's or better, while about 18% of core course grades are withdrawals.

*About 70% of first-time-in-college students return immediately for a second semester.

*After three years, for every 100 full-time degree-seekers, 19 graduate, 20 are still enrolled with satisfactory GPA's, and 26 have left with satisfactory GPA's.

*After three years, 15% of the academically underprepared have graduated compared to 40% of university-eligible students.

*For students who take and pass the prescribed college preparatory program, persistence rates are as high as those for students who never needed college preparatory help.

*ESL students have success rates (graduated, left or remained enrolled with satisfactory GPA) that are close to those for non-ESL enrollees, though much of their success is due to leaving with satisfactory GPAs rather than graduation.

Activities after the Associate's Degree

*Within five years of graduation, 65% to 70% of A.A. graduates enroll in the State University System or local private college.

*Within five years, half of the enrollees obtain bachelor's degrees.

*The group having the most difficulty getting through the system is the academically underprepared black student. Only 19% have Associate's degrees and 2% have bachelor's degrees five to seven years after first enrolling at Miami-Dade.

*The group having the least difficulty getting through the system was the university-eligible Hispanic student. After five to seven years, 60% have Associate's degrees and 20% have four-year degrees.

*Over 80% of the A.S. graduates are properly placed following graduation (i.e., employed in-field, enrolled in upper division, or in the military).

Certifying Student Competence

*For students completing their required coursework, over 95% pass the Mathematics, Reading, and English language skills subtests of the College Level Academic Skills Test (CLAST); 88% pass the essay.

*The College meets or exceeds statewide passing rates on three of six licensure exams.

These "facts" are presented as standards which the institution can use to compare itself to an "ideal", to itself across time, and to other institutions with similar missions and student populations. In school, an "A" grade does not tell what the student can do in that subject area. A competency checklist, on the other hand, tells what the student can do, but not how difficult the task was to accomplish or how many others were also able to do it.

In essence, we have presented a competency checklist for our institution. We leave it to our readers to decide on a letter grade and where they would comment that Miami-Dade "needs improvement" or "has accomplished the job very well." Future reports will look at institutional effectiveness in additional ways, especially as the Teaching/Learning Project takes hold at all levels of the institution.

Table 1

Summary of High School Graduates and Subsequent Enrollment as
Direct Entry Students at Miami-Dade Community College
For Fall Terms 1985 through 1988
By County Area and by Ethnic Category

County Area/ M-DCC Fall Term	Prior Year High School Graduates	Total M-DCC Enrolled	Percent Draw	Ethnic Category: White Non-Hispanic High School Graduates	White Non-Hispanic Total M-DCC Enrolled	White Non-Hispanic Percent Ethnic Draw	Black Non-Hispanic High School Graduates	Black Non-Hispanic Total M-DCC Enrolled	Black Non-Hispanic Percent Ethnic Draw	Hispanic High School Graduates	Hispanic Total M-DCC Enrolled	Hispanic Percent Ethnic Draw
North												
1985	3,392	686	20	1,300	177	14	1,216	219	18	839	276	33
1986	3,417	775	23	1,245	205	16	1,287	241	19	839	314	37
1987	3,412	842	25	1,275	178	14	1,162	267	23	861	365	42
1988	3,510	942	27	1,112	212	19	1,378	286	21	974	416	43
North Central												
1985	2,565	699	27	176	63	36	1,355	203	15	1,019	427	42
1986	2,509	666	27	174	42	24	1,377	232	17	968	388	40
1987	2,425	662	27	174	60	34	1,302	239	18	955	359	38
1988	2,642	799	30	165	58	35	1,354	237	18	1,108	497	45
South Central												
1985	2,593	1,265	49	685	195	28	146	49	34	1,723	1,005	58
1986	2,511	1,133	45	690	222	32	146	26	18	1,641	871	53
1987	2,698	1,285	48	708	239	34	168	33	20	1,786	996	56
1988	2,893	1,415	49	741	245	33	180	42	23	1,917	1,104	58
South												
1985	3,045	1,019	33	1,722	468	27	525	93	18	725	426	59
1986	3,253	1,017	31	1,825	487	27	511	85	17	839	416	50
1987	3,225	1,059	33	1,762	500	28	586	91	16	800	434	54
1988	3,415	1,147	34	1,835	513	28	584	131	22	912	477	52
College-Wide												
1985	11,595	3,669	32	3,883	903	23	3,242	564	17	4,306	2,134	50
1986	11,690	3,591	31	3,934	956	24	3,321	584	18	4,287	1,989	46
1987	11,760	3,848	33	3,919	977	25	3,218	630	20	4,402	2,154	49
1988	12,460	4,303	35	3,853	1,028	27	3,496	696	20	4,911	2,494	51

Data Source: Research Report No. 89-04R.

Table 2

Percent of Florida Multiple Assessment Programs and Services (MAPS) Examinees Who Fail to Register at Miami-Dade Community College During the Academic Year Following Examination by Campus

	Campus				College Wide
	North	South	Wolfson	Medical	
	Tested July-Sept, 1985				
Total Tested	1,953	3,608	786	429	6,776
Not Registered	289	367	127	112	895
Percent of Campus	14.8	10.2	16.2	26.1	13.2
Percent of Those Not Registered	32.3	41.0	14.2	12.5	100.0
Percent of Total	4.3	5.4	1.9	1.7	13.2
	Tested July-Sept, 1986				
Total Tested	2,387	3,890	752	336	7,365
Not Registered	374	395	103	77	949
Percent of Campus	15.7	10.2	13.7	22.9	12.9
Percent of Those Not Registered	39.4	41.6	10.9	8.1	100.0
Percent of Total	5.1	5.4	1.4	1.1	12.9

Source: Research Report No. 87-31

Table 3

Percent of Examinees Passing Zero, One, Two or All
Florida Multiple Assessment Programs and Services (MAPS) Subtests
Who Fail to Register at Miami-Dade Community College
During the Academic Year Following Examination

	Number of Subtests Passed			
	Zero	One	Two	All
Tested July-Sept, 1985	Total Tested = 6,778			
Total Tested	1,555	1,411	1,797	2,015
Not Registered	388	196	185	126
Percent of Those Passing	25.0	13.9	10.3	6.3
Percent of Those Who Did Not Register	43.4	21.9	20.7	14.1
Percent of Total	5.7	2.9	2.7	1.9
Tested July-Sept, 1986	Total Tested = 7,372			
Total Tested	1,642	1,586	1,874	2,270
Not Registered	385	228	189	149
Percent of Those Passing	23.5	14.4	10.1	6.6
Percent of Those Who Did Not Register	40.5	24.0	19.9	16.6
Percent of Total	5.2	3.1	2.6	2.0

Source: Research Report No. 87-31

Table 4

Comparison of Percent of Students Endorsing Items at Ideal College and Miami-Dade Community College by Campus

Questionnaire Item	College-Wide N=1,903		Campus							
			North N=525		South N=826		Wolfson N=337		Medical N=214	
	Ideal College	Miami-Dade	Ideal College	Miami-Dade	Ideal College	Miami-Dade	Ideal College	Miami-Dade	Ideal College	Miami-Dade
Has Faculty Members Who Are Excellent Teachers (Q#48)	97	83	97	80	97	81	97	87	99	89
Has a Faculty Which is Concerned With Helping Students Reach Their Maximum Potential (Q#28)	97	83	97	82	97	80	97	85	97	89
Has A Flexible Schedule Of Courses Offered At A Variety Of Times Throughout The Day And During The Week (Q#61)	97	87	96	86	98	88	97	85	97	86
Has A Library That Meets The Students' Needs (Q#52)	97	83	97	87	98	85	96	76	99	81
Has An Advising Program That Concentrates On My Academic Major And Overall Curriculum Requirements (Q#36)	96	79	95	75	96	80	97	80	97	82
Has Faculty Members Who Are Accessible (Q#35)	95	83	94	78	95	83	97	85	96	88

Table 4
(continued)

Comparison of Percent of Students
Endorsing Items at Ideal College and
Miami-Dade Community College
by Campus

Questionnaire Item	College-Wide N=1,903		Campus							
			North N=525		South N=826		Wolfson N=337		Medical N=214	
	Ideal College	Miami-Dade	Ideal College	Miami-Dade	Ideal College	Miami-Dade	Ideal College	Miami-Dade	Ideal College	Miami-Dade
Has Faculty Members Who Are Up-to-Date in Their Fields (Q#45)	95	83	94	78	96	84	95	82	97	88
Has High Academic Quality (Q#57)	95	82	96	82	95	82	94	79	93	87
Has An Excellent Reputation (Q#39)	95	87	94	86	95	87	95	86	96	93
Has An Excellent Career Planning Program (Q#46)	95	70	95	73	94	64	94	74	99	78
Has Staff Members Who Are Accessible And Caring (Q#51)	94	76	94	74	94	73	94	82	97	83
Has An Excellent Program For Transfer To A University (Q#37)	94	79	93	77	94	80	95	78	95	85
Has A Financial Aid Program That Helps Make College Affordable (Q#29)	94	76	93	76	93	73	95	82	94	79

Table 4
(continued)

Comparison of Percent of Students
Endorsing Items at Ideal College and
Miami-Dade Community College
by Campus

Questionnaire Item	College-Wide N=1,903		Campus							
			North N=525		South N=826		Wolfson N=337		Medical N=214	
	Ideal College	Miami-Dade	Ideal College	Miami-Dade	Ideal College	Miami-Dade	Ideal College	Miami-Dade	Ideal College	Miami-Dade
Offers Programs Leading Directly To A Job (Q#34)	93	74	92	73	93	72	93	76	94	83
Is Concerned With Meeting The Educational Needs Of Part-Time Students (Q#60)	92	79	92	79	90	77	93	80	95	82
Provides Study Skills Assistance ((Q#63)	92	77	91	76	91	74	92	82	94	83
Has Courses That Help Me Develop My Basic Skills In Reading, Writing, And Math To Increase My Chances Of Academic Success (Q#54)	91	90	90	89	90	90	93	93	92	87
Provides Practical Learning Opportunities (Internships, Apprenticeships, etc.) (Q#32)	91	69	89	70	91	66	92	67	93	83
Provides Excellent Personal Counseling (Q#40)	90	61	88	60	91	60	92	65	89	61

Source: Research Report No. 88-25.

Table 5
Percent of First-Time-in-College Degree-Seeking Students
Scoring Below Cutoff On Entering Basic Skills Assessment Exams by Campus and Year*

Fall Term	Number Tested	Subtest: Reading Below Cut No.	Reading Below Cut %	Test of Standard Written English Below Cut No.	Test of Standard Written English Below Cut %	Math Below Cut No.	Math Below Cut %	Complete Exam Below on One or More No.	Complete Exam Below on One or More %
College-Wide									
1980	4,902	2,122	43.3	2,000	40.8	2,041	41.6	3,162	64.5
1981	5,032	2,331	46.3	2,075	41.2	2,156	42.8	3,329	66.2
1982	5,187	2,458	47.4	2,163	41.7	2,213	42.7	3,479	67.1
1983	5,590	2,781	49.7	2,393	42.8	2,487	44.5	3,901	69.8
1984	4,805	2,328	48.4	2,049	42.6	1,904	39.6	3,238	67.4
1985	5,073	2,153	42.4	2,067	40.7	2,118	41.8	3,308	65.2
1986	5,282	2,309	43.7	2,141	40.5	2,146	40.6	3,444	65.2
1987	5,567	2,089	37.5	2,078	37.3	2,700	48.5	3,679	66.1
1988	5,640	2,307	40.9	2,047	36.3	2,721	48.2	3,827	67.9
North Campus									
1980	1,763	897	50.9	837	47.5	846	48.0	1,261	71.5
1981	1,515	878	58.0	785	51.8	814	53.7	1,152	76.0
1982	1,705	1,000	58.7	869	51.0	847	49.7	1,284	75.3
1983	1,838	1,137	61.9	1,007	54.8	936	50.9	1,448	78.8
1984	1,528	901	59.0	773	50.6	697	45.6	1,152	75.4
1985	1,508	807	53.5	769	51.0	790	52.4	1,148	76.1
1986	1,627	893	54.9	868	53.4	815	50.1	1,244	76.5
1987	1,751	909	51.9	886	50.6	922	52.7	1,331	76.0
1988	1,813	922	50.9	828	45.7	903	49.8	1,319	72.8
South Campus									
1980	2,599	895	34.4	844	32.5	901	34.7	1,461	56.2
1981	2,000	776	38.8	709	35.5	747	37.4	1,211	60.6
1982	2,699	1,025	38.0	909	33.7	977	36.2	1,605	59.5
1983	3,009	1,183	39.3	993	33.0	1,143	38.0	1,854	61.6
1984	2,647	1,042	39.4	910	34.4	900	34.0	1,589	60.0
1985	2,856	978	34.2	940	32.9	951	33.3	1,624	56.9
1986	2,894	996	34.4	898	31.3	964	33.3	1,617	55.9
1987	3,013	751	24.9	827	27.4	1,409	46.8	1,761	58.4
1988	2,885	893	31.0	783	27.1	1,384	48.0	1,809	62.7
Wolfson Campus**									
1980	425	261	61.4	253	59.5	220	51.8	343	80.7
1981	347	218	62.8	194	55.9	204	58.8	286	82.4
1982	523	290	55.5	258	49.3	271	51.8	404	77.3
1983	577	343	59.5	290	50.3	306	53.0	458	79.4
1984	523	317	60.6	303	57.9	246	47.0	406	77.6
1985	561	285	50.8	277	49.4	290	49.9	416	74.2
1986	634	343	54.1	309	48.7	292	46.1	479	75.6
1987	676	350	51.8	299	44.2	293	43.3	480	71.0
1988	780	390	50.0	346	44.4	342	43.8	569	72.9
Medical Campus***									
1980	115	69	60.0	66	57.4	74	64.4	97	84.4
1981	103	66	64.1	67	65.1	64	62.1	84	81.6
1982	144	88	61.1	82	56.9	79	54.9	111	77.1
1983	165	117	70.9	103	62.4	102	61.8	140	84.9
1984	106	68	64.2	63	59.4	60	56.6	90	84.9
1985	147	83	56.5	81	55.1	97	66.0	120	81.6
1986	124	74	59.7	64	51.6	73	58.9	101	81.5
1987	127	79	62.2	66	52.0	76	59.8	107	84.3
1988	161	101	62.7	89	55.3	91	56.5	129	80.1

*Exams from Fall 1980 through Winter 1984-85 are based on the Comparative Guidance and Placement Exam (CGP). Beginning in Winter 1984-85 the College switched to the Florida Multiple Assessment Programs and Services (MAPS) Exam.

**1987 & 1988 scores are based on the Computerized Placement Test, not the MAPS; "equating" of scores may well account for marked changes from previous years.

***The low n is due to a relatively large percentage, approximately one-third, of first-time-in-college students writing the English Placement Test.

****The low n is due to a relatively small percentage, approximately 10% of total enrollment, being first-time-in-college students.

Source: Research Report No. 89-05R.

Table 6

Percent of Fall 1985 First-Time-in-College Students Completing, Not Completing, Never Registering for, or not Requiring College Preparatory Work Based on MAPS Scores and Grades Received in College Preparatory Courses through Closing Winter 1986-87 at Miami-Dade Community College

College-Wide

	College Preparatory Status			
	Registered		Not Registered	Not Required
	Complete*	Incomplete**		
Reading				
Number	440	229	308	1,439
Percent of Those Requiring College Prep Reading N=977	45.1	23.4	31.5	---
Percent of Total N=2,416	18.2	9.5	12.7	59.6
Writing				
Number	449	275	158	1,534
Percent of Those Requiring College Prep Writing N=882	50.9	31.2	17.9	---
Percent of Total N=2,416	18.6	11.4	6.5	63.5
Mathematics				
Number	415	293	221	1,487
Percent of Those Requiring College Prep Math N=929	44.7	31.5	23.8	---
Percent of Total N=2,416	17.2	12.1	9.1	61.6

* Defined as having completed the appropriate final college preparatory course, REA0002, ENC0007 or MAT0024 depending on which subtest was below cut, with an "S" grade.

**Defined as having registered for any college preparatory course but not having achieved an "S" in the highest level for their area(s) of underpreparation.

Source: Research Report No. 87-28.

Table 7

Number of College Preparatory Classes Required by Fall 1985 First-Time-in-College Students by Number Completed as of Closing Winter 86-87

Courses Required	Courses Completed													
	0		1		2		3		4		5		6	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
0	899	95.8	39	4.2	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
1	224	48.3	217	46.8	22	4.7	1	0.2	0	0.0	0	0.0	0	0.0
2	102	28.3	155	42.9	95	26.3	7	1.9	2	0.6	0	0.0	0	0.0
3	49	19.0	85	32.9	86	33.3	34	13.2	3	1.2	1	0.4	0	0.0
4	39	20.1	44	22.7	56	28.9	37	19.1	17	8.8	1	0.5	0	0.0
5	19	15.0	30	23.6	28	22.0	29	22.8	11	8.7	10	7.9	0	0.0
6	31	41.9	13	17.6	11	14.9	3	4.1	10	13.5	2	2.7	4	5.4
Total	1,363	56.4	583	24.1	298	12.3	111	4.6	43	1.8	14	0.6	4	0.2

Source: Research Report No. 87-28.

Goal I: Learn English	Number	Percent
Evidence of Success:		
A. Finished the fourth level of ESL with "C" or better in all four areas:	145	16.1
B. Didn't finish ESL but remain enrolled with GPA $\geq$2.0	105	11.6
C. No longer enrolled but left after satisfactorily completing one or more courses (GPA $\geq$ 2.0)	272	30.2
Total learning English (A + B + C)	512	57.9
Evidence of Non-Success:		
D. Didn't finish ESL and remain enrolled with low GPA (<2.0)	29	3.2
E. No longer enrolled and left with GPA <2.0	351	38.9
Total	902	100.0

Figure 1. Evidence of Success of Learning English for Fall 1983 First-Time-in-College ESL Enrollees.

Source: Research Report No. 88-09.

Goal II: Work Toward Earning a College Degree		Number	Percent of Group
Step 1:	Take Test of Basic Skills (MAPS or CGP)	361	40.0*
Step 2:	Clear any College Preparatory Requirements		
	Evidence of Success:		
	A. Pass both areas or	45	12.5**
	B. Remediate in needed areas	62	17.2**
	Total (A + B)	107	29.7**
Step 3:	Graduate or Maintain Eligibility to Graduate		
	Evidence of Success:		
	A. Graduate	24	6.7**
	B. Remain enrolled with GPA $\geq$2.0	124	34.4**
	C. Left with GPA $\geq$2.0	123	34.1**
	Total (A + B + C)	271	75.2**

*Percent of total group
**Percent of students tested

Figure 2. Evidence of Success in Working Toward a College Degree Based on Four-Year Outcomes for Fall 1983 ESL Enrollees.

Source: Research Report No. 88-09

TABLE 8

GRADES A - F AWARDED IN ALL COURSES BY CAMPUS, FALL TERMS 1984 - 1988

	A		B		C		D		F		
	NUMBER	% OF ALL A - F GRADES	NUMBER	% OF ALL A - F GRADES	NUMBER	% OF ALL A - F GRADES	NUMBER	% OF ALL A - F GRADES	NUMBER	% OF ALL A - F GRADES	TOTAL GRADES A - F
NORTH CAMPUS											
Fall 1988	8,991	28.8%	8,568	27.4%	7,518	24.1%	2,603	8.3%	3,569	11.4%	31,249
Fall 1987	8,302	28.4%	7,972	27.3%	6,987	23.9%	2,424	8.3%	3,529	12.1%	29,214
Fall 1986	8,346	27.9%	8,166	27.3%	7,570	25.3%	2,336	7.8%	3,518	11.8%	29,936
Fall 1985	8,044	27.1%	8,073	27.2%	7,509	25.3%	2,345	7.9%	3,687	12.4%	29,658
Fall 1984	8,004	27.1%	8,467	28.7%	7,592	25.7%	2,116	7.2%	3,356	11.4%	29,535
SOUTH CAMPUS											
Fall 1988	10,519	23.6%	13,433	30.1%	12,261	27.5%	3,408	7.6%	4,998	11.2%	44,619
Fall 1987	9,966	23.6%	12,501	29.6%	11,686	27.6%	3,136	7.4%	5,012	11.8%	42,301
Fall 1986	9,402	23.3%	11,990	29.7%	10,906	27.0%	3,112	7.7%	4,933	12.2%	40,343
Fall 1985	8,597	22.4%	11,246	29.3%	10,660	27.7%	3,210	8.4%	4,710	12.3%	38,423
Fall 1984	9,234	22.9%	11,844	29.4%	10,783	26.7%	3,404	8.4%	5,073	12.6%	40,338
WOLFSON CAMPUS											
Fall 1988	5,178	29.1%	5,470	30.8%	4,062	22.9%	1,308	7.4%	1,747	9.8%	17,765
Fall 1987	4,682	28.0%	4,843	28.9%	4,037	24.1%	1,376	8.2%	1,791	10.7%	16,729
Fall 1986	3,758	26.5%	4,123	29.1%	3,731	26.3%	1,177	8.3%	1,394	9.8%	14,183
Fall 1985	3,749	26.4%	3,837	27.1%	3,450	24.3%	1,304	9.2%	1,841	13.0%	14,181
Fall 1984	3,639	24.6%	4,092	27.7%	3,846	26.0%	1,405	9.5%	1,798	12.2%	14,780
MEDICAL CENTER											
Fall 1988	1,799	29.1%	2,052	33.2%	1,563	25.3%	422	6.8%	350	5.7%	6,186
Fall 1987	2,031	32.4%	2,111	33.6%	1,501	23.9%	344	5.5%	287	4.6%	6,274
Fall 1986	2,377	35.2%	2,067	30.6%	1,543	22.9%	423	6.3%	340	5.0%	6,750
Fall 1985	1,623	27.4%	1,964	33.2%	1,659	28.0%	346	5.8%	327	5.5%	5,919
Fall 1984	1,835	28.7%	2,089	32.6%	1,722	26.9%	462	7.2%	293	4.6%	6,401
COLLEGE-WIDE											
Fall 1988	26,487	26.5%	29,523	29.6%	25,404	25.5%	7,741	7.8%	10,664	10.7%	99,819
Fall 1987	24,981	26.4%	27,427	29.0%	24,211	25.6%	7,280	7.7%	10,619	11.2%	94,518
Fall 1986	23,883	26.2%	26,346	28.9%	23,750	26.0%	7,048	7.7%	10,185	11.2%	91,212
Fall 1985	22,013	25.0%	25,120	28.5%	23,278	26.4%	7,205	8.2%	10,565	12.0%	88,181
Fall 1984	22,712	24.9%	26,492	29.1%	23,943	26.3%	7,387	8.1%	10,520	11.6%	91,054

Source: SAS Analysis of Grade Summary File, Fall Term 1988

TABLE 9

GRADES A - F AWARDED IN CORE COURSES COLLEGE-WIDE, FALL TERM 1988

	A		B		C		D		F		
COURSE	NUMBER	% OF ALL A - F GRADES	NUMBER	% OF ALL A - F GRADES	NUMBER	% OF ALL A - F GRADES	NUMBER	% OF ALL A - F GRADES	NUMBER	% OF ALL A - F GRADES	TOTAL GRADES A - F
ENC1101	653	13.1%	1,640	33.0%	1,634	32.9%	576	11.6%	470	9.5%	4,973
HUM1020	890	20.4%	1,310	30.0%	1,133	25.9%	442	10.1%	592	13.6%	4,367
PSC1515	502	17.8%	719	25.5%	848	30.1%	330	11.7%	419	14.9%	2,818
PSY1000	1,073	22.8%	1,345	28.6%	1,353	28.8%	378	8.0%	552	11.7%	4,701
SSI1120	528	13.4%	1,082	27.5%	1,474	37.5%	391	9.9%	458	11.6%	3,933
TOTAL CORE	3,646	17.5%	6,096	29.3%	6,442	31.0%	2,117	10.2%	2,491	12.0%	20,792
TOTAL, ALL COURSES	26,487	26.5%	29,523	29.6%	25,404	25.5%	7,741	7.8%	10,664	10.7%	99,819

W GRADES (WITHDRAWALS) EARNED IN CORE COURSES COLLEGE-WIDE, FALL TERM 1988

	W		WD		WI		WN				
COURSE	NUMBER	% OF ALL GRADES	NUMBER	% OF ALL GRADES	NUMBER	% OF ALL GRADES	NUMBER	% OF ALL GRADES	TOTAL W'S	% OF ALL GRADES	TOTAL ALL GRADES*
ENC1101	920	14.7%	118	1.9%	176	2.8%	2	.0%	1,216	19.4%	6,271
HUM1020	720	13.5%	112	2.1%	98	1.8%	2	.0%	932	17.5%	5,337
PSC1515	717	18.9%	57	1.5%	147	3.9%	0	0.0%	921	24.3%	3,789
PSY1000	550	10.0%	102	1.8%	106	1.9%	1	.0%	759	13.8%	5,518
SSI1120	649	13.5%	96	2.0%	68	1.4%	1	.0%	814	16.9%	4,817
TOTAL CORE	3,556	13.8%	485	1.9%	595	2.3%	6	.0%	4,642	18.0%	25,732
TOTAL, ALL COURSES	19,128	13.7%	2,932	2.1%	2,999	2.2%	14	.0%	25,073	18.0%	139,400

*Almost 9% of the total grades awarded in Fall Term 1988 were College Preparatory grades of S, P, or U, not shown in this table. Audits (grade code X) and Incompletes (grade code I) accounted for another 2% of grades.

Source: SAS Analysis of Grade Summary File, Fall Term 1988

Table 10

Standards of Academic Progress Summary
Fall Terms 1984-85 Through 1986-87

College-Wide

	Ethnic Category											
	White Non-Hispanic			Black Non-Hispanic			Hispanic			Total All Ethnic		
	84-1	85-1	86-1	84-1	85-1	86-1	84-1	85-1	86-1	84-1	85-1	86-1
Students with Grades	12,728	12,052	12,427	6,405	6,219	6,520	20,929	21,272	22,229	40,889	40,465	42,144
Ineligible for Standards*	2,707	2,750	2,791	1,084	1,087	1,226	2,937	2,964	3,288	6,850	6,959	7,445
Standards Pool	10,021	9,302	9,636	5,321	5,132	5,294	17,992	18,308	18,941	34,039	33,506	34,699
On Standards	1,595	1,490	1,596	1,413	1,271	1,219	3,749	3,752	3,870	6,861	6,631	6,822
Percent	15.9	16.0	16.6	26.6	24.8	23.0	20.8	20.5	20.4	20.2	19.8	19.7
Warning Pool	3,729	3,426	3,427	1,787	1,596	1,614	6,105	6,116	6,148	11,876	11,417	11,489
Warning	588	558	578	462	383	375	1,360	1,331	1,286	2,438	2,314	2,287
Percent	15.8	16.3	16.9	25.9	24.0	23.2	22.3	21.8	20.9	20.5	20.3	19.9
Probation Pool	7,640	7,203	7,290	4,127	4,083	4,193	13,549	13,892	14,581	25,871	25,764	26,704
Probation	635	567	630	630	581	523	1,471	1,456	1,515	2,784	2,655	2,733
Percent	8.3	7.9	8.6	15.3	14.2	12.5	10.9	10.5	10.4	10.8	10.3	10.2
Suspension Pool	5,835	5,693	5,696	3,165	3,253	3,318	10,488	10,882	11,504	19,916	20,285	21,012
Suspension	107	105	102	89	99	98	264	298	298	464	512	502
Percent	1.8	1.8	1.8	2.8	3.0	3.0	2.5	2.7	2.6	2.3	2.5	2.4

*Fewer than 17 credits registered and 7 credits attempted.

Source: Research Report No. 87-05

Table 11

Continuing Enrollment by First-Time-in-College Students
Fall Term to Winter Term, 1975, 1986, and 1987

Total Group

Year	Number Enrolling Fall Term (Closing Count)	Number Enrolling Winter Term (Opening Count)		Number Enrolling Winter Term (Closing Count)	
	Number	Number	Percent	Number	Percent
		College-Wide			
1975	9,225	6,486	70.30	-	-
1986	7,769	5,452	70.18	5,590	71.95
1987	8,211	5,658	68.91	5,715	69.60
		North Campus			
1975	4,111	2,987	72.70	-	-
1986	2,409	1,570	65.17	1,678	69.66
1987	2,496	1,679	67.27	1,701	68.15
		South Campus			
1975	3,584	2,609	72.80	-	-
1986	3,841	2,925	76.15	2,932	76.33
1987	3,994	2,935	73.49	2,950	73.86
		Wolfson Campus			
1975	1,304	748	57.40	-	-
1986	1,178	818	69.44	829	70.37
1987	1,442	917	63.59	933	64.70
		Medical Campus			
1975	226	142	62.80	-	-
1986	341	139	40.76	151	44.28
1987	279	127	45.52	131	46.95

Source: Research Report No. 88-11.

Table 12

First-Time-in-College Cohort Overview for the 1982 Fall Term

Three-Year Outcomes

Total Cohort N=8344	Number	Percent
Graduated*	994	12
Still Enrolled GPA>=2.00	1385	17
Left with GPA>=2.00	2476	30
Total	4855	58

DEGREE SEEKING Students N=6850 (82%)	Number	Percent
Graduated	947	14
Still Enrolled GPA>=2.00	1272	19
Left with GPA>=2.00	1839	27
Total	4058	59

NON-DEGREE Students N=1494 (18%)	Number	Percent
Graduated	47	3
Still Enrolled GPA>=2.00	113	8
Left with GPA>=2.00	637	43
Total	797	53

FULL-TIME** Degree Seeking N=4179 (50%)	Number	Percent
Graduated	789	19
Still Enrolled GPA>=2.00	829	20
Left with GPA>=2.00	1074	26
Total	2692	64

--> TOTAL FULL-TIME** N=4474 <--	Number	Percent
Graduated	809	18
Still Enrolled GPA>=2.00	858	19
Left with GPA>=2.00	1173	26
Total	2840	63

FULL-TIME** Non-Degree N=295 (4%)	Number	Percent
Graduated	20	7
Still Enrolled GPA>=2.00	29	10
Left with GPA>=2.00	99	34
Total	148	51

PART-TIME Degree Seeking N=2671 (32%)	Number	Percent
Graduated	158	6
Still Enrolled GPA>=2.00	443	17
Left with GPA>=2.00	765	29
Total	1366	51

--> TOTAL PART-TIME N=3870 <--	Number	Percent
Graduated	185	5
Still Enrolled GPA>=2.00	527	14
Left with GPA>=2.00	1303	34
Total	2015	52

PART-TIME Non-Degree N=1199 (14%)	Number	Percent
Graduated	27	2
Still Enrolled GPA>=2.00	84	7
Left with GPA>=2.00	538	45
Total	649	54

*Through Summer 1985
**Based on 12 or more credits enrolled during the first term.

Source: Research Report No. 86-22.

Table 13

Three-Year Success Rate for Full-Time Degree Seekers*
Based on Entry Level Testing Results

1982 Fall Term Cohort

Basic Skills Category	Percent Graduated	Percent Still Enrolled In Good Standing	Percent Who Left College In Good Standing	Total Percent Success
Not Tested	5	8	39	52
Academically Underprepared**	15	21	24	60
Basic Skills Adequate***	30	23	24	77
University Eligible****	40	18	28	86

*Registered for 12 or more credits during their first term, and showed program and matriculation codes of degree seeking.
**Below the placement score on one or more entry level basic skills test.
***Passed all entry level basic skills tests, but below 65th percentile.
****At or above the 65th percentile on all entry level basic skills tests.

Source: Research Report No. 86-22

Table 14

Three-Year Persistence Rates
(Graduated or Re-enrolled)
For Tested First-Time-in-College-Students
Who Entered Fall Term 1982
Based on Completion of College Preparatory Work

Total Group

Below Placement Score in:		Successfully Completed College Preparatory in: No Area No.	%	One Area No.	%	Two Areas No.	%	Three Areas No.	%
	N=	2,021							
No Area	Graduated	533	26						
(N=2,021)	Still Enrolled	430	21						
	Total	963	47						
	N=	873		651					
One Area	Graduated	95	11	136	21				
(N=1,524)	Still Enrolled	149	17	164	25				
	Total	244	28	300	46				
	No=	530		509		321			
Two Areas	Graduated	25	5	56	11	49	15		
(N=1,360)	Still Enrolled	47	9	130	26	104	33		
	Total	72	14	186	37	153	48		
	No=	641		357		303		156	
Three Areas	Graduated	7	1	12	4	24	8	14	9
(N=1,457)	Still Enrolled	56	19	69	19	89	29	58	37
	Total	63	10	81	23	113	47	72	46

Source: Research Report No. 85-35

Table 15

Status at Miami-Dade Community College
After Four Years
Based on ESL Enrollment
Fall, 1983, First-Time-in-College Students

College-Wide				
	No ESL		ESL	
	Number	Percent	Number	Percent
Left, GPA <2.0	2,051	33.7	360	39.9
Left, GPA ≥2.0	1,361	22.3	319	35.4
Enrolled, GPA <2.0*	430	7.1	40	4.4
Enrolled, GPA >2.0*	1,054	17.1	159	17.6
Graduated	1,195	19.6	24	2.7
Success**	3,610	59.0	502	55.7

*Enrolled in 1 term within the last academic year (1986-87)
**Either left with a satisfactory GPA, remained enrolled with satisfactory GPA or graduated

Data Source: Research Report No. 88-09

Table 16

Ten-Year Summary of Graduation by Completion Type, College-Wide

Year	Associate in Arts	Associate in Science	Associate in General Studies	Certificates	Total Completions
1978-79	4,185	1,347	141	510	6,183
1979-80	4,303	1,300	93	656	6,352
1980-81	4,410	1,304	81	347	6,142
1981-82	5,784	1,287	71	368	7,510
1982-83	4,107	1,182	43	313	5,645
1983-84	4,171	1,047	26	267	5,511
1984-85	2,792	1,070	36	339	4,237
1985-86	2,634	987	40	276	3,937
1986-87	2,891	1,006	30	285	4,212
1987-88	2,707	938	31	243	3,919

Data Source: A Comparative Graduate Profile for Miami-Dade Community College.

Data Source: Research Report No. 88-28.

Table 17

Impact of CLAST on Associate in Arts Graduates, College-Wide

Ethnic Category	A. A. Graduates 1983-84, Before CLAST Standards	A. A. Graduates 1987-88	Percent Change 1983 to 1987	1987-88 CLAST Examinees Who Passed Fewer Than Four Subtests*
White Non-Hispanic	1,339	967	-27.8%	128
Black Non-Hispanic	499	258	-48.3%	193
Hispanic	2,224	1,426	-35.9%	481
Total, All Ethnic	4,171	2,707	-35.1%	841

*All Sept. 1987 A.A. examinees and all March and June 1988 first-time A.A. examinees who self-declared they were ready to graduate.

Data Source: Research Report 88-28.

Table 18

Enrollment and Baccalaureate Status of
Associate in Arts Graduates
College-Wide and by Campus

Year That A.A. Received**	Number Graduates	Enrolled in Upper Division*		Graduated*	
		Number	Percent	Number	Percent
College-Wide					
1980-81	4,253	2,782	61.1	1,293	46.5
1981-82	5,360	3,582	66.8	1,296	36.2
1982-83	3,701	2,583	69.8	576	22.3
1983-84	3,717	2,542	68.4	121	4.8
1984-85	2,269	1,436	63.3	10	0.7
North Campus					
1980-81	1,388	898	64.7	404	45.0
1981-82	1,686	1,108	65.7	369	33.3
1982-83	1,207	794	65.8	158	19.9
1983-84	1,121	716	63.9	26	3.6
1984-85	655	384	58.6	1	0.3
South Campus					
1980-81	1,976	1,465	74.1	735	50.2
1981-82	2,469	1,886	76.4	765	40.6
1982-83	1,834	1,442	78.6	369	25.6
1983-84	1,959	1,497	76.4	84	5.6
1984-85	1,324	879	66.4	5	0.6
Wolfson Campus					
1980-81	603	344	56.9	127	37.0
1981-82	808	485	60.0	140	28.9
1982-83	460	312	67.8	46	14.7
1983-84	483	297	61.5	8	2.7
1984-85	228	153	67.1	2	1.3
Medical Campus					
1980-81	286	76	26.6	27	35.5
1981-82	397	103	25.9	22	21.4
1982-83	200	35	17.5	3	8.6
1983-84	154	32	20.8	3	9.4
1984-85	62	20	32.3	2	10.0

*Based on data covering Fall, 1981, through Fall, 1985. Therefore, earlier graduates had longer to enroll in upper division than later graduates.

**Academic year is defined as Fall and the following Winter and Spring/Summer Terms.

Data Source: Research Report No. 87-25.

Table 19

Enrollment and Baccalaureate Status of
Associate in Science Graduates
College-Wide and by Campus

Year That A.S. Received**	Number Graduates	Enrolled in Upper Division*		Graduated*	
		Number	Percent	Number	Percent
College-Wide					
1980-81	1,336	413	30.9	117	28.3
1981-82	1,326	386	29.1	88	22.8
1982-83	1,029	241	23.4	40	16.6
1983-84	941	196	20.8	12	6.1
1984-85	929	131	14.1	11	8.4
North Campus					
1980-81	514	170	33.1	46	27.1
1981-82	484	160	33.1	39	24.4
1982-83	390	106	27.2	13	12.3
1983-84	349	80	22.9	4	5.0
1984-85	343	44	12.8	3	6.8
South Campus					
1980-81	280	125	44.6	43	34.4
1981-82	284	123	43.3	35	28.5
1982-83	210	75	35.7	16	21.3
1983-84	203	61	30.1	4	6.6
1984-85	204	33	16.2	0	0.0
Wolfson Campus					
1980-81	123	48	39.0	13	27.1
1981-82	112	38	33.9	8	21.1
1982-83	79	17	21.5	5	29.4
1983-84	70	17	24.3	2	11.8
1984-85	71	13	18.3	1	7.7
Medical Campus					
1980-81	419	70	16.7	15	21.4
1981-82	446	65	14.6	6	9.2
1982-83	350	43	12.3	6	14.0
1983-84	319	38	11.9	2	5.3
1984-85	311	41	13.2	7	17.1

*Based on data covering Fall,1981, through Fall, 1985.
**Academic year is defined as Fall and the following Winter and Spring/Summer Terms.

Data Source: Research Report No. 87-25.

Table 20

Student Flow Through Miami-Dade Community College and
the State University System of Florida for
First-Time-in-College Degree-Seeking Full-Time Students
Fall Term 1980, 1981 and 1982
Miami-Dade Graduation Status, SUS Enrollment Status and SUS Graduation Status
as of January 1988

	Entry-Level Preparation							
	Academically Underprepared*		Adequately Prepared**		University Eligible***		Total	
Black Non-Hispanic								
	No.	%	No.	%	No.	%	No.	%
Initial Pool	960	(85%)	136	(12%)	31	(3%)	1,127	(100%)
Graduated M-DCC A.A. Degree	185		59		17		304	
Graduation Rate		(19%)		(43%)		(55%)		(27%)
Transfer SUS****	92		34		15		143	
Transfer Rate		(10%)		(25%)		(48%)		(13%)
Graduated SUS****	19		13		6		38	
Graduation Rate of Transfers		(2%)		(10%)		(19%)		(3%)
Hispanic								
	No.	%	No.	%	No.	%	No.	%
Initial Pool	3,308	(66%)	1,250	(25%)	443	(9%)	5,000	(100%)
Graduated M-DCC A.A. Degree	1,079		683		265		2,166	
Graduation Rate		(33%)		(55%)		(60%)		(43%)
Transfer SUS****	664		502		217		1,404	
Transfer Rate		(20%)		(40%)		(49%)		(28%)
Graduated SUS****	147		160		82		389	
Graduation Rate of Transfers		(4%)		(13%)		(19%)		(8%)
White Non-Hispanic								
	No.	%	No.	%	No.	%	No.	%
Initial Pool	1,270	(47%)	881	(33%)	552	(20%)	2,703	(100%)
Graduated M-DCC A.A. Degree	380		358		260		1,052	
Graduation Rate		30%		41%		47%		39%
Transfer SUS****	247		265		189		703	
Transfer Rate		(19%)		(30%)		(34%)		(26%)
Graduated SUS****	83		114		89		286	
Graduation Rate of Transfers		(7%)		(13%)		(16%)		(11%)
Total								
	No.	%	No.	%	No.	%	No.	%
Initial Pool	5,538	(63%)	2,267	(26%)	1,026	(11%)	8,830	(100%)
Graduated M-DCC A.A. Degree	1,644		1,100		542		3,522	
Graduation Rate		(30%)		(49%)		(53%)		(40%)
Transfer SUS****	1,003		801		421		2,250	
Graduation Rate		(18%)		(35%)		(41%)		(25%)
Graduated SUS****	249		287		177		713	
Graduation Rate of Transfers		(4%)		(13%)		(17%)		(8%)

*Academically Underprepared - Required to take one or more college preparatory courses.

**Adequately Prepared - All students neither below the cut score on one or more of the basic skills assessment cut scores nor eligible for direct entry into the State University System.

***University Eligible - Based on test scores, could have enrolled directly in the State University System.

****A.A. degree-seeking includes only students who had graduated from M-DCC with an A.A. and then transferred to the SUS.

Source: Research Report No. 89-16.

Note: SUS data provided through the Fall of 1987.

Table 21

Follow-Up Information
1986-87 Associate in Science Graduates

Program	Number of Completers	Number Placed	Percent Placed
Air Conditioning Engineering Technology	7	5	71
Architectural Technology	1	1	100
Aviation and Allied Studies	18	10	56
Aviation Maintenance Technology	8	6	75
Banking and Financial Institutions	10	7	70
Basic Law Enforcement	163	151	93
Building Construction Technology	5	3	60
Business Administration	22	19	86
Business Data Processing Computer Programming	41	29	71
Chiropractic Technician 2	0	0	0
Cinematography	3	3	100
Civil Engineering Technology-General	0	0	0
Commercial/Industrial Photography	2	1	50
Commercial Art And Advertising Design	4	3	75
Court Reporting	3	3	100
Criminal Justice Administration	20	13	65
Dental Hygiene	47	36	77
Dental Technology	0	0	0
Dietetic Technician-Nutrition Care	9	8	89
Early Childhood Teacher Education	23	12	52
Electrical Distribution Technology	0	0	0
Electroencephalographic Technology	0	0	0
Electromechanical Technology	1	1	100
Electronics Technology	63	42	67
Engineering Drawing & Design Technology	5	4	80
Fashion Studies	7	5	71
Fire Science Technology	7	10	70
Fire Service Administration	3	3	100
Funeral Service Education	30	23	77
Graphics Arts Science Technology	4	3	75
Health Education Enhancement	0	0	0
Home Economics	0	0	0
Hospitality Management	5	4	80
Interior Design Technology	11	10	91
Land Surveying	0	0	0
Landscape Development	0	0	0
Legal Assistant Program	16	12	75
Medical Laboratory Technology	23	17	74
Medical Record Technology	6	2	33
Nursing-ADN	219	193	88
Office Technology	14	12	86
Pharmacy Technician	5	2	40
Physical Therapist Assistant Technology	29	21	72
Postal Management	1	1	100
Radio-Television Broadcasting Technology	15	12	80
Radiologic Technology	19	17	89
Respiratory Therapy Technology	14	12	86
Sign Language Studies	8	7	88
Travel and Tourism Management	44	38	86
Vision Care/Opticianary	24	18	75
TOTALS	959	779	81

Data Source: 1987-88 AA-2C Report and College Annual Report submitted to the Division of Community Colleges.

Table 22

Miami-Dade Community College
CLAST Performance
March 1989
For Examinees Completing Selected Courses

	College-Wide				Campus											
					North				South				Wolfson			
	Number	Mean	S.D.	Percent Passing	Number	Mean	S.D.	Percent Passing	Number	Mean	S.D.	Percent Passing	Number	Mean	S.D.	Percent Passing
Mathematics*																
Spring 1988	1,375	316	28.2	95.0	430	310	26.5	92.8	777	323	26.8	98.1	162	301	29.6	86.4
Spring 1989	1,439	317	27.3	95.2	412	308	26.0	91.7	860	323	25.7	98.1	156	302	27.6	87.8
Reading**																
Spring 1988	1,305	301	29.9	84.6	434	296	29.9	78.6	718	307	28.6	90.8	148	289	29.6	73.6
Spring 1989	1,350	313	26.1	95.3	433	307	26.4	92.6	766	317	24.8	97.5	140	307	27.6	91.4
English Language Skills**																
Spring 1988	1,305	311	27.4	95.3	434	306	26.3	94.2	718	315	27.0	96.9	148	302	28.8	90.5
Spring 1989	1,350	311	26.9	95.0	433	306	26.5	93.1	766	314	26.3	96.9	140	305	28.9	90.0
Essay**																
Spring 1988	1,305	4.5	1.4	85.7	434	4.5	1.4	86.4	718	4.6	1.3	88.2	148	4.0	1.5	71.6
Spring 1989	1,350	4.6	1.4	87.6	433	4.5	1.3	85.5	766	4.7	1.3	90.2	140	4.4	1.5	80.0
Pass-All-Four***																
Spring 1988	1,027	-	-	74.2	331	-	-	69.5	591	-	-	81.2	100	-	-	50.0
Spring 1989	909	-	-	85.1	266	-	-	79.3	559	-	-	88.7	80	-	-	78.7

*Based on students completing MGF-1113
**Based on students completing ENC-1101, ENC-1102, and ENC-2301
***Based on students completing ENC-1101, ENC-1102, ENC-2301, and MGF-1113

Data Source: Information Capsule No. 89-10C

Table 23

CLAST RESULTS FOR MARCH 1989

MEAN SCALE SCORES AND PERCENT OF EXAMINEES MEETING 1986 STANDARDS

FIRST-TIME EXAMINEES IN EACH PUBLIC INSTITUTION

REGION AND INSTITUTION	ESSAY			ENG LANG SKILLS			READING			MATHEMATICS			ALL SUBTESTS	
	NUMBER TESTED	% PASS	MEAN	NUMBER TESTED	% PASS	MEAN	NUMBER TESTED	% PASS	MEAN	NUMBER TESTED	% PASS	MEAN	NUMBER TESTED	% PASS
PANHANDLE REGION	5,460	94	5.1	5,455	98	324	5,457	97	323	5,455	93	314	5,436	88
CHIPOLA JUNIOR COLLEGE	146	92	5.1	146	100	329	146	98	323	147	93	319	146	88
FLORIDA A & M UNIVERSITY	746	85	4.4	746	93	307	748	92	305	745	79	297	740	70
FLORIDA STATE UNIVERSITY	2,717	97	5.4	2,717	99	329	2,715	99	330	2,714	97	322	2,709	95
GULF COAST COMMUNITY COLLEGE	258	97	5.2	258	98	319	258	98	323	258	97	314	258	92
NORTH FLORIDA JUNIOR COLLEGE	87	87	4.6	88	93	312	87	92	308	89	85	299	86	79
OKALOOSA-WALTON JUNIOR COLLEGE	256	94	5.1	256	98	325	256	98	325	256	93	309	256	88
PENSACOLA JUNIOR COLLEGE	559	91	4.9	557	97	324	557	97	321	557	89	309	556	83
TALLAHASSEE COMMUNITY COLLEGE	456	93	4.9	455	95	315	456	96	317	454	90	306	453	83
UNIVERSITY OF WEST FLORIDA	235	93	5.2	232	100	332	234	99	328	235	92	311	232	86
CROWN REGION	5,611	96	5.3	5,612	98	326	5,611	99	328	5,614	95	317	5,583	91
CENTRAL FLORIDA COMMUNITY COLLEGE	261	93	5.2	261	97	322	261	97	323	263	89	309	260	84
FLORIDA COMMUNITY COLLEGE AT JAX	718	94	4.9	719	97	321	720	98	321	718	91	306	715	85
LAKE CITY COMMUNITY COLLEGE	97	96	4.9	97	96	318	97	97	318	97	90	302	97	85
SANTA FE COMMUNITY COLLEGE	1,043	93	5.0	1,046	97	315	1,046	97	319	1,046	87	302	1,036	81
ST. JOHNS RIVER COMMUNITY COLLEGE	103	95	5.1	102	98	329	102	99	326	101	98	318	101	92
UNIVERSITY OF FLORIDA	3,147	98	5.5	3,145	99	332	3,144	100	333	3,145	99	325	3,133	96
UNIVERSITY OF NORTH FLORIDA	242	96	5.4	242	99	334	241	99	336	244	95	315	241	92
EAST CENTRAL REGION	3,010	94	5.1	3,006	98	322	3,010	97	325	3,009	94	312	3,000	88
BREVARD COMMUNITY COLLEGE	739	93	4.9	740	97	318	740	97	322	740	93	308	737	86
DAYTONA BEACH COMMUNITY COLLEGE	298	95	5.1	296	96	320	296	96	324	297	92	312	296	88
INDIAN RIVER COMMUNITY COLLEGE	121	97	5.3	120	100	337	120	99	331	120	99	325	120	96
LAKE SUMTER COMMUNITY COLLEGE	87	94	5.1	87	97	327	87	100	328	87	97	314	87	87
SEMINOLE COMMUNITY COLLEGE	259	94	5.0	259	98	324	259	98	325	259	96	316	259	90
UNIVERSITY OF CENTRAL FLORIDA	682	95	5.3	680	100	330	683	99	332	681	95	321	679	92
VALENCIA COMMUNITY COLLEGE	824	92	5.0	824	97	316	825	96	320	825	92	306	822	84
WEST CENTRAL REGION	3,992	94	5.1	3,981	98	321	3,983	98	326	3,987	94	312	3,975	89
EDISON COMMUNITY COLLEGE	342	96	5.1	341	98	319	341	98	323	341	91	307	341	87
HILLSBOROUGH COMMUNITY COLLEGE	380	95	5.0	379	98	321	378	97	322	380	97	317	378	90
MANATEE COMMUNITY COLLEGE	469	93	5.0	468	97	317	469	98	325	469	92	309	467	85
PASCO-HERNANDO COMMUNITY COLLEGE	111	96	5.0	112	100	323	112	98	323	112	98	320	111	94
POLK COMMUNITY COLLEGE	298	91	4.7	299	96	314	299	97	320	299	90	311	298	84
SOUTH FLORIDA COMMUNITY COLLEGE	58	98	5.3	58	98	322	58	100	328	58	95	317	58	91
ST. PETERSBURG JUNIOR COLLEGE	980	94	5.1	974	98	320	975	98	325	975	95	311	973	90
UNIVERSITY OF SOUTH FLORIDA	1,354	95	5.2	1,350	99	326	1,351	99	329	1,353	94	314	1,349	90
SOUTH REGION	5,613	85	4.6	5,592	95	313	5,596	94	314	5,598	85	305	5,546	74
BROWARD COMMUNITY COLLEGE	944	89	4.8	944	96	313	943	97	316	944	90	305	940	79
FLORIDA ATLANTIC UNIVERSITY	550	92	5.1	543	98	328	543	98	328	541	89	313	538	85
FLORIDA INTERNATIONAL UNIVERSITY	677	88	4.8	674	97	320	677	97	321	675	87	306	667	79
FLORIDA KEYS COMMUNITY COLLEGE	43	95	5.2	43	95	324	43	98	330	43	98	313	43	93
MIAMI-DADE COMMUNITY COLLEGE	2,759	79	4.3	2,749	93	307	2,751	91	308	2,754	81	302	2,720	66
PALM BEACH JUNIOR COLLEGE	640	92	4.9	639	98	318	639	97	321	641	90	306	638	84
STATE TOTALS	23,686	92	5.0	23,646	97	321	23,657	97	323	23,663	92	312	23,540	86
STATE UNIVERSITIES	10,350	95	5.3	10,329	99	327	10,336	98	329	10,333	95	318	10,288	91
COMMUNITY COLLEGES	13,336	90	4.8	13,317	96	316	13,321	96	318	13,330	89	307	13,252	81

Source: Department of Education, CLASP Office.

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